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ABSTRACT

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social studies; ancient Greece. ORGANIZATION AND PHYSICAL APPEARANCE: The central section of the guide is divided into ten subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition an appendix lists related articles from National Geographic. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists three methods, such as take-home essay tests or identifications. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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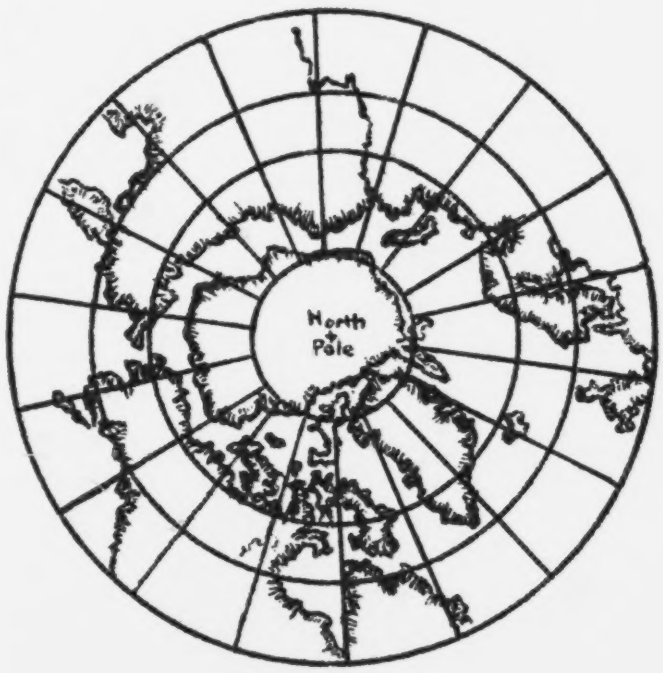
RESOURCE UNIT IV.
GRADE '8
GREEK CIVILIZATION



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

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RU,IV - Gr. 8

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UNIT IV. GREEK CIVILIZATION

I. INTRODUCTION

Although a study of Greece is currently common at the junior high school level, the approach that is followed in this resource unit is quite different. The questions and the sequence which are suggested here are designed to follow the format developed in the first resource unit; that is, they are the key questions which would be proposed when studying any civilization. This approach represents an attempt to view Greek Civilization as a totality. At the start of the unit it should be pointed out that the material presented to the student during the year has brought him full circle from the open-ended, contemporary civilization to the "closed" or completed Greek Civilization.

II. AIMS

1. An appreciation of the intrinsic importance of Greek Civilization.

2. An understanding of a pattern of analysis that may be applied to a study of other civilizations.

III. GENERALIZATIONS

1. Greek Civilization provides an excellent demonstration of the major generalizations which apply to all civilizations. (See Curriculum Guide, Grade 8 pp. 15-16.

2. The Greeks experienced democracy and thus encountered the exhilaration and frustration common to democracies in all periods of history.

3. With the most developed democracy of all the city-states, Athens also experienced simultaneously an era of economic and political power resulting in foreign policy problems of might versus right and of narrow patriotism versus allegiance to an interstate federation. Citizen-students in the United States can identify profoundly with Athens in the 5th century B.C.

4. A partial listing of Greek contributions to Western Civilization would include developments in philosophy, ethics, government, architecture, art, literature in many forms, science, mathematics, and political thought.

5. An awareness of the fruits of self-knowledge that can be gained from a continuing study of Thucydides, Plato, the dramatists and many others should be aroused in at least some students.

IV. VOCABULARY

Aegean
city-state
Corinth
Crete
democracy
Hellas
Hellenic
Hellenistic
Herodotus
Ionian
isthmus
Ithaca
Mediterranean
myths
Oracle at Delphi
potsherds
primary sources
secondary sources
Solon
Spartan
Thucydides
Xenophon

V. DEVELOPMENT OF UNIT

A. INTRODUCTION

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What was the location of Greek Civilization?	On a wall map locate with the class the present country of Greece and the Ionian coast of present-day Turkey. Show on other wall maps the varying sizes of the Greek empire at different times. Identify with the class the islands of Crete and Ithaca, the Isthmus of Corinth, and the Aegean, Ionian, and Mediterranean Seas. Have a student define the word isthmus. Point out that Greece is really two large land areas separated by the Isthmus of Corinth. Have the students make maps of Greece showing the islands of Crete and Ithaca, the Isthmus of Corinth, and the surrounding seas.	Wall Map Benefic: How People Lived in Ancient Greece and Rome p. 9 Allyn & Bacon: Eastern Lands p. 73 Time: Classical Greece p. 53
What was the nature of Greek Civilization?	The Greeks placed emphasis and value upon the individual free citizens. Compare this view with East Asian, Muslim and American ideas. Class discussion - What connection is there between the Greek concern with the individual free citizen and the development of a limited democracy in several Greek city-states?	Allyn & Bacon: Readings in World History pp. 66-68
How do we learn about a classical civilization?	There is much written material on Greece presently. Several students might visit the larger libraries and report on the amount of material available on Greek: .History .Accomplishments and contributions .Literature .Important People .Art .Religion .Government .Everyday Life	Ginn: Earlier Ages pp.208-209 Allyn & Bacon: Eastern Lands pp. 79;14-15

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What information is reliable? What can we learn from non-written materials?	In addition to written sources major sources of information include remains of architecture and sculpture, city sites, pot-sherds, inscriptions, household articles, and other minor art objects such as the Greek vases. Class discussion of how these articles are used for historical evidence. Examine the bibliography of texts and books on Greek Civilization and report on the amount of material utilized in their preparation. Discuss the fact that different interpretations of history can be made. For example, the late nineteenth century writers tended to attribute the greatness of the Greek Civilization to racial characteristics. Today this idea is rejected. Why? Perhaps a student of classical archaeology at Brown University would be willing to speak to the class on how an archaeologist works. A list of materials on Greece available in your school library might be compiled and made available to the students. Perhaps individual reading assignments could be made to some students. If possible several students might obtain accounts of Greek history written by nineteenth and twentieth century historians and read exerpts to the class. Compare their interpretations with those of Greek Historians writing at the time various events occurred. **Discuss the advantages and disadvantages of writing contemporary historical accounts.**	Time: Classical Greece pp.69-78; 103-104;185; 117-121;20;22; 159 Benefic: How Man Began pp. 13-17

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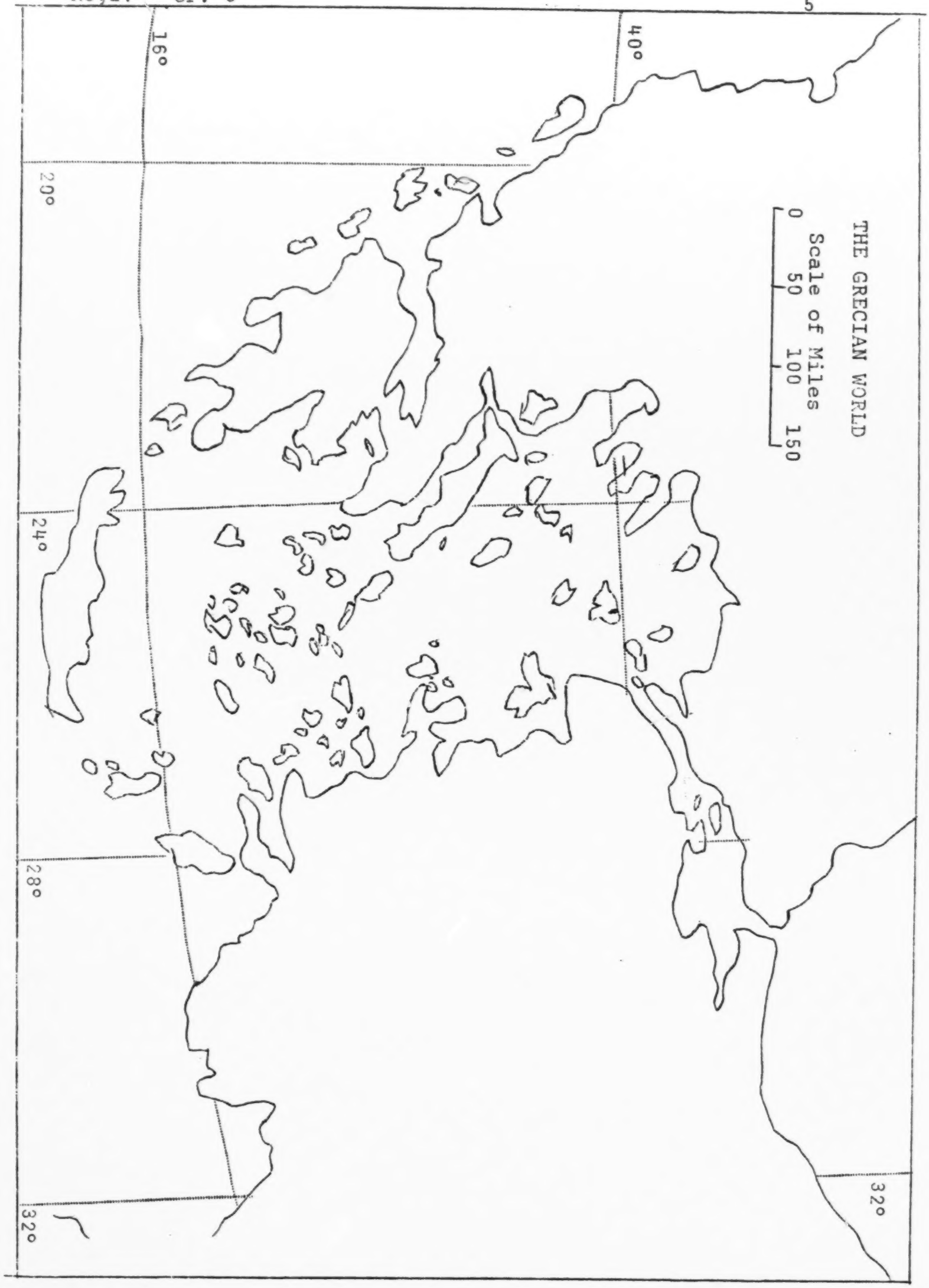

16°
40°
20°
24°
28°
32°
32°
THE GRECIAN WORLD
Scale of Miles
0 50 100 150

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A report could be given on the accounts and methods of the Greek historians such as Herodotus, Thucydides, and Xenophon. Have a student find out what primary and secondary sources are and explain the meaning of the terms to the class. Define and/or identify: archaeology historiography bibliography history Herodotus secondary material source material Xenophon Thucydides	

B. LAND BASE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What developments in Greek Civilization might we expect from the given geographic factors? Why?	Have a group make a map showing the major mountain systems of Greece. Discuss the effects of these mountains on the history of Greece--the lack of unity among the city-states. Make maps showing the rainfall, vegetation, and climate in the area. Class discussion - What geographic features were present on which the Greeks could cpaitalize? Since no spot in Greece is more than 50 miles from the sea, discuss the influence of the sea on the development of Greek city-states. Discuss the fact that a limited agricultural potential resulted in concentration on commerce, trade, industry, and colonization. Have someone read to the class from a Global History of Man, pp. 36-37 about location. Follow this with class discussion and examples from areas already studied. Emphasize the fact that Greek Civilization in Asia Minor was more advanced than that of other areas prior to the 5th century B.C. Each student should be able to locate the following on an outline map: Seas: Mediterranean, Aegean, Black, Ionian, Adriatic.	Atlas Benefic: How People Lived in Ancient Greece and Rome pp. 8-13 Allyn & Bacon: Global History of Man pp.36-37 Scott Foresman: Beyond the Americas pp.94-95 Allyn & Bacon: Eastern Lands pp.60-62 Time: Classical Greece pp.8-9 Van Nostrand: World Geography and You pp.290-296 MacMillan: Wide World pp.129-132 Ginn: Earlier Ages pp.133-134; map between pp. 122&123 Filmstrip II-SS-I-18 Isles of Greece

QUESTIONS	SUGGESTED ACTIVITIES		MATERIALS
	Areas:	Places:	
	Balkan Peninsula	Magna Graecia	
	Italian Peninsula	Syracuse	
	Sicily	Lydia	
	Asia Minor		
	Macedonia	Thebes	
	Boeotia	Laconia,	
	Peoplonnesus	Sparta, Olympia	
	Attica	Athens, Piraeus, Marathon, Sunium	
		Mt. Olympus, Mt. Parnassus	
		Oracle of Delphi	
		Corinth	
		Ithaca	
	Islands	Crete, Delos, Cyprus, Melos, Salamis	
	Mycenaean Period Knossus, Mycenae, Thebes, Athens, Troy, Tiryns		
	Define the following terms: Hellas, Greek, Hellenic, Hellenistic.		
	Each pupil should have the various maps in his notebook.		
	Use the geography book to determine what is meant by Mediterranean climate, shrub woodland, etc.		
	A large map might be prepared for the bulletin board showing Greece proper. Another large map might be prepared picturing the colonies, the Mediterranean and the Black Sea.		
	How has the fact that Greece has very few navigable rivers affected the development of Greek civilization?		

CLIMATE AND RAINFALL MAP

CLIMATE

- Cold Rainy Winter Mild Summer
- Cold Winter, Hot Summer
- Cold, Rainy Winter, Hot, Dry Summer
- Mild, Rainy Winter, Hot, Dry Summer

RAINFALL

- 10-20 inches
- 20-40 inches
- over 40 inch

C. PEOPLE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How can we explain the achievements of Greek Civilization? To what degree, if any, are phisical and social environment or physical heredity responsible for the achievements of the Greeks?	Recent analyses show the "Greeks" were the product of many different ethnic influences. Therefore, to speak of the Greek race, Greek blood, the Greek genius is incorrect. Class discussion: What is heredity? Those born in Athens in the 5th century B.C. were exposed to Athenian values and culture. Those born in Sparta were exposed to Spartan ideals and culture. Compare the two to show that culture is not biologically inherited. Class discussion: When were the Greeks and Greek culture pre-eminent? Note the influence that the Greeks had on Rome, Asia Minor, or the Renaissance. Why have the Greeks not been pre-eminent since the 4th century B.C.? External political domination together with economic stagnation have caused this. Class discussion: Who are the people of the United States? Can they be called an American race? Special report on the Greek alphabet and the Greek language. A chart could be made comparing the Greek letters with those of our alphabet and giving examples of English words derived from the Greek. Discuss the transition of groups of men into a civilization and various steps leading up to formation of the Greek Civilization. Report on the Indo-European peoples -- Where did they come from? How did some of them migrate into Greece and the Ionian coast of Asia Minor?	Allyn & Bacon: Eastern Lands pp. 62; 64 Benefic: How People Lived in Ancient Greece and Rome pp.33-34 Ginn: Earlier Ages pp.91-94; 120-124 Allyn & Bacon: Global History of Man pp.74-77;82-86; 88-92;96;100-101 Library Books Encyclopedias

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Class discussion - Why are these peoples called Indo-European? Draw out that this is a linguistic classification. In what sense can language be said to be inherited? How changeable is language over time? What are some of the factors tending to produce differentiation between languages? What is a dialect? What influence will tend to inhibit differentiation of languages?	
	D. TIME SEQUENCE	
What major eras do historians use in analyzing Greek Civilization?	In order to facilitate their study of an area historians divide time into eras or ages. These differ according to the subject of the study. For example if we were discussing political and social development in Greece we might speak of the Dark Age (C.1200-C. 800 B.C.), Artistocratic Age (C.750-C.590 B.C.), Age of Athenian Tyrants (561-500 B.C.), Conflict with Persia (500-479 B.C.) Rise of Athenian Empire (478-445 B.C.), Peoponnesian War (431-404 B.C.), Supremacy of Sparta (404-370 B.C.), Rise of Macedonian Empire (359-323 B.C.). If instead we were talking about cultural development we might speak of the period of Geometric Art (C.776-C.700 B.C.), Archaic Art (C.705-480 B.C.), and Classical Art (C.480-330 B.C.). Groups could work on reporting the major events and accomplishments of each period. Time lines might be made to show the major events of each era. A special report might be given on the early Minoan Civilization of Crete. Include information on the ruins of Stonehenge and the purported connection between the two, Also report on Arthur Evans who uncovered the ruins at Crete.	Merrill: Long Ago in the Old World pp.77-85; 119;111-118 Allyn & Bacon: Global History of Man pp.62-68; 84-85 Holt, Rinehart & Winston: Graphic Guide pp. 2-25 Benefic: How People Lived in Ancient Greece and Rome pp. 14-21 Ginn: Earlier Ages pp.113-120;230-253 Time: Classical Greece pp.31-38;178-179. Allyn & Bacon: Readings in World History pp. 57-59;69-72 Ginn: Ancient Times pp.489-510

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A special report might be given on the Achaeans and the establishment of the Mycenaean Civilization. When and how was it destroyed? What remnants of this civilization did the Greeks build upon? Make maps showing the extent of each civilization. A group might prepare a comparative report on political, social, and cultural developments in Sparta and Athens using pictures to illustrate. Another group report might be given on the Persian War (490 B.C.). Mention should be made of Phiedippedes who ran from the battle of Marathon to announce the victory, the battle at the pass of Thermopylae, and the results of the battle. A group report might be prepared on the Macedonians and their achievements under Philip and Alexander. What was the Hellenistic Culture which emerged?	Filmstrips SS-C-32-a Hellenic Greeks SS-C-32-b Hellenistic Greeks SS-H-28-a Greek Beginnings SS-H-29-c Greece and Persia SS-H-28-f Alexander and After

TIME LINE - GREECE

B.C.
1200

DARK AGE

800

ARISTOCRATIC AGE

621-Draco issues severe legal code.

594-Solon initiates social and institutional change in Athens.

600

AGE OF TYRANTS

507-Cleisthenes restores democracy in Athens

500

CONFLICT WITH PERSIA

490-Darius of Persia attacks Greece

RISE OF ATHENIAN EMPIRE 450

462-461-Pericles brings reform to Athens

PELOPONNESIAN WAR

431-War between Athens and Sparta

404-Athens surrenders to Sparta

400

SUPREMACY OF SPARTA

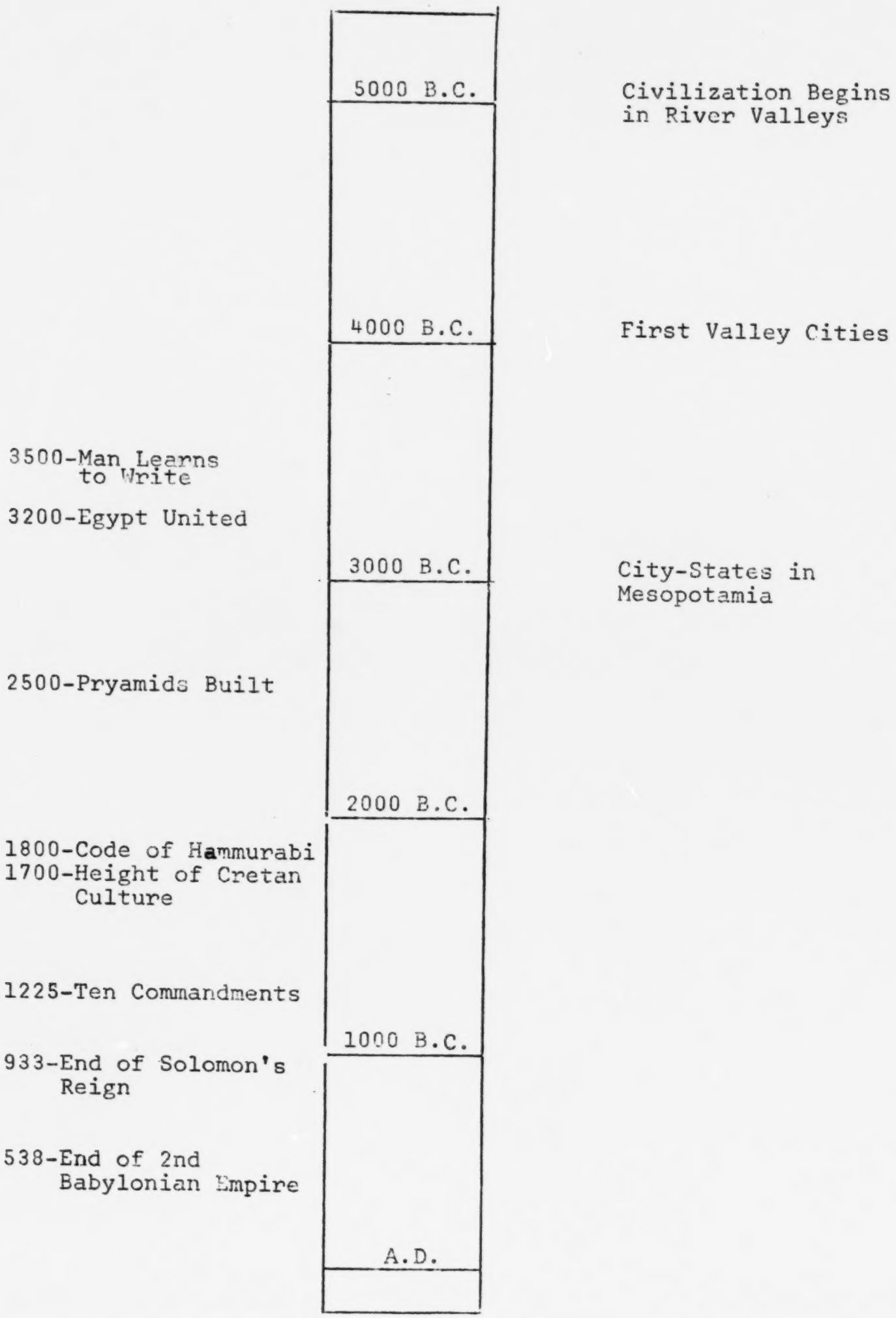
350

RISE OF MACEDONIAN EMPIRE

359-Philip II takes throne of Macedonia

336-Alexander succeeds Philip

5000 B.C. to Birth of Christ



E. WAYS OF LIVING

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How Does economic productivity influence political and cultural strength?	A study of the economy of Athens is essential to an understanding of her political and cultural pre-eminence. Have a group discover what types of agriculture were carried on in Greece? Why was the degree of agriculture limited? A report could be given on the instruments used in ancient farming. A group could report on the way in which sheep, olives, grapes, and honey are raised. The areas of the world producing and raising these today, and the by-products coming from these. Class discussion - The Athenians didn't produce enough grain. What effects did this have? Have a group investigate the ways in which the Athenians utilized their location, harbor, resources, and people. A. Shipbuilding--creation of overseas empire B. Export--products were olive oil, wine, silver, marble sculpture, and mercenaries. C. Import--products were grain, fish, cloth, timber and slaves. D. Cultural center--after the great century, made money as educational center and with tourist attractions. (Groups might report on each of these areas.)	Ginn: Earlier Ages pp.136-145 Ginn: Ancient Times pp.356-362;347-350 Enclyclopedia Library Books

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Special report on the economic policies of Solon and other Athenian leaders. Discussion: What caused the economic decline of Athens? Report on how the economies of Athens, Sparta, Corinth, Macedonia, and Syracuse differed. Special report on trade with Egypt. How did this trade stimulate Greek intellectual life? Class discussion: What were the economic benefits in being a part of the Athenian Empire? Have someone collect information on the European common market. Are there any similarities involved? Are there any differences?	

F. VALUES

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the role of values in molding a civilization?	Class discussion - What are values? How do these form a basis of a civilization? Have a student find some Greek quotations which reflect the Greek way of life. Distribute a mimeographed copy of these and discuss them. Such quotations as the following would be apropos: "Know thyself." "The unexamined life is not worth living." "Nothing to excess." "All that is beautiful is good." "Man is the measure of all things." Class discussion - How did the Greek people feel about work? What was their goal? How do these compare with American values? Class discussion - What types of questions did Greek thinkers consider? They sought answers to the great questions of man such as: What are the advantages of wealth?, what is the nature of the Gods?, what is the meaning of justice, beauty, love? (Because the Greek philosophers considered such questions the class should not conclude that all Greeks did so.) If several students are able they might read and report on the philosophical teachings of Socrates, Plato, and Aristotle.	Ginn: Earlier Ages pp. 183-191 Library Books

G. INSTITUTIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What was the nature of Greek religion? How did it mold Greek Civilization? Was it unchanging?	Greek religion served as a source of unity among the Greeks -- discuss its unifying influence and the effects of language, athletic contests, custom, and common tradition as unifying forces. Report on the nature of Greek religion--what influence did it have in molding Greek Civilization? What is meant by a public or civic religion. What is an open-ended religion? Have a group report on the major Greek gods giving a description of each. A chart might be made with the name of the god, a brief description, and the Roman name included. Class discussion - What ethics and morals were prized by the Greeks?--courage, strength, success in combat of life, shrewdness, patience, temperance, self-control, justice, and good order. Special report on the Olympic Games--their origin and purpose. Comparison could be drawn with today's Olympic Games and a brief report on the latest Olympic Games. Students could be assigned to read various Greek myths and report on them to the class. Class discussion - Why were the Greeks unconcerned about an after life?	Allyn & Bacon: Eastern Lands pp. 62-65 Time: Classical Greece pp.16-17; 180-183 Ginn: Ancient Times pp.336-340;350-352; 476-487 Ginn: Earlier Ages pp.129-131;201-206 Merrill: Long Ago in the Old World pp. 91-92 Allyn & Bacon: Myths and Their Meanings Houghton Mifflin: Greek Myths New American Library: Mythology Filmstrips E-M-5-a Pandora E-M-5-b Midas E-M-5-c Daedalus and Icarus E-M-5-d Jason E-M-5-e Theseus and Minatour E-M-5-f Phaethon E-M-5-g Pegasus E-M-5-h Trojan Horse E-M-5-i Sword of Damocles E-M-5-j Damon and Pythias

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	By examing the fate of Socrates, the art, and the themes of the great dramatists through the years one can see the change in Greek religious concepts. As a library assignment several students might investigate this subject. Report on the Greek Temples. Perhaps pictures of some of the more important ones could be collected and displayed. As a means of comparison reports could be made on the mythology of the Romans, Scandanavians, and Celts.	Filmstrips E-H-2-a thru f Heroes of Greek Mythology E-L-4-d Myths and Legends E-M-3-a thru f Myths of Greece and Rome Study Print II-SP-30-a Daedalus and Icarus
What was the position of the Greek family?	Great prestige was given to powerful aristocratic "clans" in the city-state. Compare this type of social structure with socially prominent American families such as the Rockefellers & Kennedys. Prior to the fifth century much value was given to the separate family. Loyalty and devotion within the family were admired. Compare this with the American idea of family; the East Asia; Moslem. Because there were few extremes of wealth and poverty, little importance was given material possessions. Report on the housing, clothing, and food of the Greeks. Discuss the position of women in early Greece and compare this with the position of women in East Asia, Moslem Society, United States. Report on the development of slavery in Greek society. Why did it develop? Who were the slaves? What was their social position?	Benefic: How People Lived in Ancient Greece and Rome pp. 35-39 Ginn: Earlier Ages pp. 177-179; 181-182

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How did democratic concepts and forms of government evolve in Greek history?	Have a student report on the pattern of evolution of democracy in many Greek city-states (The specific developments in Athens will be studied later.) A. Homeric Age: Government as in tribal era. Kings are priests, warriors, administrators, and judges. Council of Elders are powerful nobles------ all powerful. B. 750 B.C.: Nobles replace kings in power. C. Age of Tyrants: Nobles couldn't cope with new situation. Coinage, colonization, broad basis of wealth, extension of trade mark the era. D. Fifth Century--Democracy develops. Class discussion - Compare the Greek form of democracy with contemporary democracy. What are the similarities? What are the differences? Point out that in Greece democracy was limited due to the fact that women had no political rights, many slaves were held, foreigners though welcomed were not usually citizens, and city-dwellers were dominant in government as it was easier for them to participate.	Ginn: Ancient Times pp.320; 333-334;342-347; 362-368 Ginn: Earlier Ages pp. 124; 134-135;142-145 Allyn & Bacon: Eastern Lands pp. 65-66 Benefic: How People Lived in Ancient Greece and Rome pp. 42-48 Filmstrips SS-M-3-a Beginnings of Democracy SS-M-3-b Dawn of Democracy in Greece

H. ATHENS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why did Athens excell in so many fields? Why was she powerful? Why did she fade in history? How did democracy develop in Athens?	Report on the rise of the Athenian empire. Include information on its conflict with Sparta and its part in the Delian League. Report on the rise of democracy in Athens. Include information on Solon's Reforms, Peisistratus, Cleisthenes, Discuss the Age of Tyrants and the meaning of the term Tyrant with the class. Report on the differences between Athenian life and Spartan life. Class discussion - Which do you prefer? Why? What were the advantages of each type of life? The disadvantages? Report on the Athenian way of life--the amusements enjoyed. Report on the rivalry between Athens and Sparta - the reason for it, the Peloponnesian Wars, Decline of Athens. Discuss Sparta as the leader of Greece and the reasons for the decline of Greece under her leadership and the decline of Sparta as a leader. Discuss Athens as a center of Hellenic culture and an active intellectual force in Hellenistic and Roman Civilization. Make a time line showing the major events in Athenian history. Report on Pericles as a leader of Athenian democracy. A student might report on the Athenian practice known as Ostracism. What does the word mean today?	Allyn & Bacon: Eastern Lands pp. 66-70 Time: Classical Greece pp.92-124 Ginn: Ancient Times pp.395-421;441-467 Ginn: Earlier Ages pp.153-169; 174-176;178-187 Merrill: Long Ago in the Old World pp.94-99 Filmstrips SS-A-26 Athens SS-M-6-c Ancient Athens SS-H-28-d Glory of Athens SS-H-28-e Fall of Athens SS-A-45 Athens

I. CREATIVE EXPRESSIONS AND CONTRIBUTIONS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
In what fields have the Greeks shown particular creativity?	The class could be divided into groups to work in the various fields: A. Drama-What is its essence and purpose? What are its mechanics? What are some outstanding works and authors? B. Several students might read Medea, Oedipus Rex, etc. and report on these to the class. C. Science-What were the Greek concepts, methods, and achievements? D. Medicine-What were some achievements? E. Architecture-Why was it so limited in development? Are there any Greek architectural influences in Providence? F. Music-Why was its development limited? G. Sculpture-What were some outstanding periods of development? What were some important works? H. Law System-How did Greek concepts and their jury system differ from our English heritage? The Oresteia is a good source for changing Greek concepts of justice. A visit might be made to the Greek collection at RISD Museum. Obtainable upon request from the Museum is an exhibit on Greece with objects from the fifth through the first century B.C. If you can arrange for transportation you can also obtain ten 22" x 28" panels depicting Greek life from the museum.	Ginn: Earlier Ages pp.189-201;207-228 Ginn: Ancient Times pp.468-476; 478-488 Benefic: How People Lived in Ancient Greece and Rome pp. 50-56 Allyn & Bacon: Eastern Lands pp. 74-80

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Collect pictures of Greek art and architecture to display on a bulletin board. Have several students compile a list of outstanding artists, scientists, philosophers, dramatists, and doctors with a descriptive paragraph on each. Perhaps some interested students might construct a replica of the Parthenon.	

J. PROBLEMS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why did Greek Civilization decline? Was the decline the result of external forces or was it due to the nature of Greek Civilization? Do all civilizations decline? Do civilizations die out or do they change and become a part of another civilization?	Class discussion of all these questions. With the class deduce various problems which emerged in Greek Civilization. Disdain for manual labor--aimed at devoting time to the service of the city-state and the improvement of the mind. (of course the Greeks did serve in the army and navy). But those with leisure were contemptuous of industry and focused their creative activity on the arts and politics. Therefore, technological development did not occur. Also the Greeks were most interested in theory and the abstract rather than experimental evidence and practical application. Restrictive citizenship--created a closed society for each city-state and not a federation. Thus Greek Civilization suffered economically, politically, and aesthetically. (Stress the relationship of these 3 factors) Economic Growth--it was believed a city-state had to be predatory to be rich and powerful and gain political success. Democracy--there was still a great reverence for the aristocracy and respected citizens such as Plato rejected democracy. Superstition--many decisions were based on superstition rather than reason. Slavery and Position of Women --negative aspects. Lands--lack of conservation methods led to eroded lands due to the over-cutting of trees for the shipbuilding industry. Discuss these problems and possible solutions the Greeks might have found.	

VI. EVALUATION

1. Consider the Major Generalizations on Civilization with the appropriate concepts in terms of what has been learned about Greek Civilization.

2. Rather than emphasizing the acquisition of names of people and places, of terms and of dates, it is hoped that the student will be able to generalize accurately on the various topics of this resource unit orally and in writing. He should be given some experience in organizing his information for 'thought' questions. Also the technique of writing an 'identification commenting on the significance' should be developed. It is helpful if the student thinks in terms of why he should have to learn a particular name, place, or term.

3. Choice should be given in tests to bring home the idea that we can't be experts in everything, and to give the student a chance to exercise his judgment as to what questions he can best answer. Also, optional questions of a more difficult nature should be included for the more able student.

APPENDIX A

NATIONAL GEOGRAPHIC MAGAZINES

RELATED ARTICLES

The Aegean Isles: Poseidon's Playground	December, 1958
New Atlas Map Portrays Greece and the Aegean	December, 1958
Athens: Her Golden Past Still Lights the World	July, 1963
"Around the World in Eighty Days"	December, 1951
Athens to Istanbul	January, 1956
Erosion, Trojan Horse of Greece	December, 1947
The Society's New Map of Classical Lands	December, 1949
Crete, Cradle of Western Civilization	November, 1953
Again - The Olympic Challenge	October, 1964